The Effectiveness of PQ4R Strategy on the Development of Reading Comprehension Skills of the English Language Course among Second Intermediate Grade Students (Female Students)

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Abstract: The current study aimed at investigating the effectiveness of PQ4R Strategy in developing reading comprehension skills of the English Language Course among second intermediate grade students. The study adopted a quasi-experimental design employing two groups (experimental and control). The design included an independent variable (PQ4R Strategy) and a dependent variable (reading comprehension skills). The sample of the study consisted of 2nd Intermediate Grade Students from schools in Al kamel (N=47). The students were divided into two groups experimental and control. The experimental group (N=26) was taught the reading comprehension texts of Super Goal 3 book through PQ4R Strategy. The control group (N=24) was taught the same texts through the traditional method. To achieve the goal of the research, a guide was prepared for the teacher to implement the strategy and reading comprehension test designed by the researcher.

Results revealed that the PQ4R Strategy had a positive effect on the students' reading comprehension. In light of the study results, the researcher recommended the following: using PQ4R Strategy for developing reading comprehension skills of English language students'.

Keywords: Reading comprehension skills, PQ4R strategy.

فاعلية استراتيجية (PQ4R) في تنمية مهارات الاستيعاب القرائي في مقرر اللغة الانجليزية لدى طالبات الصف الثاني متوسط في مدينة جدة

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الملخص: هدفت الدراسة الحالية إلى التحقق من فعالية استراتيجية PQ4R في تطوير مهارات الفهم القرائي في مادة اللغة الإنجليزية لدي طالبات الصف الثاني متوسط. اعتمدت الدراسة على المنهج الشبه تجريبي. يستخدم في هذا المنهج مجموعتين (التجريبية والضابطة). المتغير المستقل (PQ4R Strategy) والمتغير التابع (الاستيعاب القرائي).

تكونت عينة الدراسة من طالبات الصف الثاني المتوسط من مدارس الكامل (N = 47). تم تقسيم الطلاب إلى مجموعتين تجريبية وضابطة. تتكون المجموعة التجريبية من (26 = N) طالبة. وتتكون المجموعة الضابطة من(24=N) طالبة. استخدم منهج اللغة الإنجليزي Super Goal 3 تم تطبيق استراتيجية PQ4R. للمجموعة التجريبية. وتم استخدام الطريقة التقليدية في التعليم للمجموعة الضابطة.

كانت تدرس نفس النصوص بالطريقة التقليدية. ولتحقيق هدف البحث أعدت الباحثتان دليلا للمعلم لتطبيق الاستراتيجية واختبار الاستيعاب القرائي.

أظهرت النتائج أن استراتيجية PQ4R كان لها تأثير إيجابي على فهم القراءة لدى الطلاب. وفي ضوء نتائج الدراسة أوصت الباحثتان باستخدام استراتيجية PQ4R لتنمية مهارات الاستيعاب القرائي لطالبات اللغة الإنجليزية.

الكلمات المفتاحية: الاستيعاب القرائي، استراتيجية (PQ4R).

Introduction:

Language is a way to communicate and interact with other, to express opinions, ideas and to convey culture. "Language serves many purposes and absence of language is mere dearth of communication" (Sadiku, 2015, P. 29). Any language contains four basic skills: productive skills which are speaking and writing and receptive skills which are listening and reading. In this research our concern is the reading skill. Reading is one of the language skills that should be mastered by students of junior, intermediate and high school, because reading is the first step to gain the information. Moreover, reading are the key to; general knowledge, spelling, writing abilities and vocabulary. Therefore, the main goal of teaching reading especially, for intermediate and high school students is to teach how to read the books, articles or other texts written in English that will help them to acquire the language through reading skill. Furthermore, the goal of reading is to find meaning of what they have read, to improve critical reading skills and to answer questions based on the reading text. According to Eng et al. (2016, p. 149), reading comprehension " is a very important skill that the learners must master to assist in pursuing knowledge"

Reading is not as a straightforward task that's easy to master. It consists of several skills such as: decoding, fluency, vocabulary, sentence construction and cohesion, and reasoning and background knowledge (McGuninness, 1997, p. 274-276). Thus, it is only understandable to think of teaching reading as an arduous task. Furthermore, it is often difficult for teachers to implement a strategy that may improve their students' reading comprehension skills.

There are different reading techniques, students should be familiar with the four main types of those techniques and their different strategies of implementation. (Almutairi, 2018).

- Skimming: Reading rapidly for the scanning: Reading rapidly to find a specific piece of information.

- Extensive: Reading a longer text, often for pleasure with emphasis on overall meaning.

- Intensive reading: Reading a short text for detailed information.

Nowadays, there are many strategies that can be used by teachers in the classroom to help students improve their reading skill. One of those strategies that may achieve the main goal of reading, which includes understanding the text and answering the questions correctly, is PQ4R (perview, question, read, reflect, recite and review). It is considered as one of the meta-cognition strategies. (Al-Qawabeh, Aljazi 2018, p. 159)

Here is a brief description of each step of this strategy:

1- **Preview:** It means getting a general picture of the passage befor you start to read. Look through the pages of your reading passage and read the headings look at charts, graphs, and maps.

2- **Question:** predicate some questions about the passage after you preview it. Ask yourself some questions about it." Students need to form predicting questions in order to make them easy to find the ideas in the text" (Sari & Supriyadi, 2015).

3- **Read:** Read the passage with the goal of answering the questions you already wrote. When you read highlight important parts, ideas or key words that will remind you of the answer in the passage. You can write notes on paper.

4- **Reflect:** It means relate new knewledge with previous knewledg. Take time to reflect on what you have already read. How are the passages or chapters inter-related? How does the information fit into things you have already learned or know? What new information did you learn? Did the passage include the information you expected it to cover? Was there information that surprised you?

5- **Recite:** It means recall meterial and answer questions. Discuss the material with someone else or write down the main points you learned. Generally, writing information down by hand will improve memory of the material. It is important to summarize the material in writing using your own words. Explain it aloud to someone else or recite your notes aloud to yourself or silently to yourself. Consider using a graphic organizerm, mind map to increase your understanding of how concepts in the reading relate to each other.

6- **Review:** The final phase of this strategy, students need to review to make sure that all questions have been answered and the ideas in the text have been memorized (Sari & Supriyadi, 2015). Students should Consider the main points of the material.

The study aimed to measure Teachers' Knowledge and attitude towards PQ4R strategy and its effect and its contribution on the development of reading comprehension skills based on their experience as language teachers and expert in education field.

The study Problem:

The two researchers conducted a pilot study for English language teachers. It showed weakness in the level of students in the reading comprehension skill from the point of view of the EFL teachers; sample of the study. Moreover, it showed that there is a problem facing teachers in choosing an effective strategy. The pilot study showed that 6.5% of the sample gave Excellent to students' level in reading, and 35.5% of the sample gave Good, while 58.1% chose Weak. As for students facing problems in reading comprehension, the study results showed that 45.2% chose lack of vocabulary, 51.6% chose understanding the text or paragraph. Furthermore, the results revealed that the difficulties that teachers

face when conducting a reading lesson: 58.1% choice of strategies, 25.8% executing strategies, and 16.1% lack of sources (educational aids).

According to Nor & Rashid (2018), a great number of students without sufficient vocabulary knowledge or effective learning strategies often face reading comprehension difficulties. The same reasons were presented by Mundh (2015), who connected these difficulties and issues with EFL students who have problems in reading comprehension. Raihan and Nezami (2012), found the most obvious problem faced by the teachers today is deficiency in reading comprehension among EFL students, which might affect their academic achievement and performance. The researcher thinks that finding the suitable strategy might help to solve the difficulties in reading comprehension skills among EFL students.

The current research will try to answer the following main question:

What is the effectiveness of applying the PQ4R strategy on reading comprehension among second intermediate grade students in the English language course?

Objectives of the Research:

The objectives of the study are defined in the following statements:

1- Raising the reading skill competency of the intermidate grade students.

2- Using strategies to improve students' reading skill.

Significance of the Research:

1. Teachers who are thinking of using PQ4R strategy in their teaching, this study will provide them with experience and a teacher guide to use in classroom.

2. Designers of the English Language curriculum are expected to benefit from this research as it will be an added value to the research corpus, on the subject of instructional strategies.

3. Decision makers will be provided with a wider spectrum to choose from in deciding on curriculum content and execution.

4. Language teachers, university professors, staff developers, and trainers, can find more information to use in their research and development, by considering the results and recommendations of the current study.

The study Instrumentation and Method:

In order to achieve objectives of the study and answer question, the researchers adopt the quasi-experimental approach.

Material: Teacher's guide for PQ4R Strategy.

Research Tools: reading Test.

Literature Review and previous studies:

2.1- Introduction

This chapter aims at reviewing the literature related to the variables of the study. It covers two main topics: Reading comprehension skills and PQ4R strategy.

Also, this chapter sheds the light on the studies related to the variables of the study. Moreover, it presents the researcher's comment on those studies.

2.2. PQ4R Strategy:

PQ4R strategy was proposed by Thomas E. L. & Robinson H. A. in 1972 in their book "Improving reading in every class" A sourcebook for teachers. It is used to improve students' understanding and enhance students reading skills. According to Slavin (1997:217), " PQ4R is a strategy that helps students to focus organizing the information in their minds and making it meaningful. The PQ4R stands for Preview (P), Question (Q), and the four R: Read, Reflect, Recite, and Review". Also he states that PQ4R is one of the best- known study techniques for helping students understand and remember what they read. According to Trianto (2007: 146), PQ4R is one part of elaboration strategies, which is used to help students remember what they have read. Wahono (2014, p.122) explained that PQ4R strategy "stimulates students' prior knowledge by using six steps; preview (activate prior knowledge), question, read, reflect, recite, and review. These latter steps confirm the knowledge activated in the preview and establish bridge of new knowledge".

In short, based on the statement above that PQ4R is a strategy used to improve and develop students' reading comprehension skills.

2.2.1-The Steps of PQ4R Strategy:

PQ4R consisted of six basic steps as following:

Review: "surveying or skimming reading material to get an idea about the general organization of the main topics and subtopics. By paying close attention to the title and subtitle of the reading material" (Sarimanah et al, 2019).

Question: Encourage the students to formulate some questions that may be answered by information in the written material. These can be factual but should also include critical and evaluative questions, e.g (Burton, 2007)

- What is the purpose of this text?
- Do I agree with the writer?

Read: According to Wong (1994, p. 103), "the read step of PQ4R

encourages to read carefully. Read paragraph by paragraph of textbook to concentrate and comprehend one section of information at a time".

Reflect: " This is a heart of the reading process" (Rynolds, 1996, p. 216). The students relate their prior knowledge with the reading material that they have read.

Recite: "Exercise remembering information by stating important points out loud and by asking and answering questions" (Sarimanah et al, 2019).

Review: Finally, students review the ideas they have learned, make sure all the main points clear and understanding (Al-Qawabeh & Aljazi 2018).

2.2.3- The Role of Teachers and Students:

As it mentions above there are six main procedures. A model of PQ4R for teaching reading will present every procedure for the teachers and students.it can be divided into pre, while, and post reading activities (Fatimah, 2016).

Table (1): Stages for implementing the PQ4R strategy in the classroom

Reading Stage	Teacher's Role	Students' Role
Activating students' prior knowledge	1. Introduce the theme. 2. Show topic-related picture slide to students. 3. Ask students about the picture. 4. Connect the pictures to students' real life by asking some question to the students	1.Attentively listening to the theme mentioned. 2. Payying attention to the pictures shown. 3. Answering the teacher's question about the pictures 4. Responding to the teacher's question. 5. Paying attention to the instructional objectives stated by the teacher.
preview step	1. Distribute the text to the students and ask them to survey the reading assignment by the skimming the text for an overview of main idea. 2. Ask the students to look at heading and pictures to try to identify what they will be reading about.	1. Reading the text to find out the main ideas. 2. Focus on the heading of the text.
Question step	1. Ask the students to make a list of questions they expect to be answered in the reading. Use heading to ask questions. 2. Give time to the students to consider their question, and let each student have an opportunity to write their question on their books.	Making prediction about the text by looking at the heading and picture and writing a list of questions they expect to be answered.
Read Step	1. Ask the students to read the text. 2. Ask the students to look for the answer to the previously formulated questions	1. Reading silently the text. 2. Finding the answer of the questions which they expect to be answered.
Reflect Step	1. Ask the students to reflect what they have just read. 2. Ask the students to write the unexpected ideas.	1. Students reflect what they have just read 2. Writing unexpected ideas.

Reading Stage	Teacher's Role	Students' Role
Recite Step	1. Ask the students' to think about the material and discuss in pairs with their friends or write down the main points they learned. 2. Ask the students to explain it aloud or recite their notes aloud.	1. Discussing in pairs. 2. Reading aloud their
Review step	1. Ask the students to reread to verify about their recite answer is correct and make sure they have main points of the text. 2. Ask the students to answer these questions' to check their understanding. 3. Clos the meeting.	1. Checking their answers. 2. Answering the questions

2.3- Definitions of Reading:

Reading is the skills or activity of getting information from books newspaper, etc (Cambridge advance learners' dictionary: 2020). While, according to Nunan (2001:33): "reading is viewed as a process decoding written symbol, working from smaller units (individual) letters to larger ones (word, clauses and sentences).

Ahmadi and Pourhosein (2012) defined reading as the process of finding the meaning and gain the correct message of the written text after interpreting and analyzing.

2.4 -Reading Comprehensions:

Ahmadi and Pourhossein Gilakjani (2012), reading comprehension is a complex process which needs a special skill such as, decode the words and identify the meanings of the words. Duke (2003) claimed that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. According to Klingner (2007), reading comprehension is the process of building meaning and the capacity to interpret and analysis words and phrase to understand the main point of the text. Inaddition, Van den, Broek and Espin (2012, p.147) suggests that "Reading comprehension is a complex interacting among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text"

Kinch (1998), Van and Kinch (1983) RAND Reading Study Group (2002) and Snow, (2002) defined reading comprehension as the ability to find the author's idea mentioned or not declared in the text. Moreover, It refers to the ability to link words in text, and to understand ideas and relationships between ideas transmitted in the text it also a mental process require a high such as predictions and solve problem and lower decoding such as skills to be able interacting and creating meaning from the material.

2.4.1-The importance of Reading and Reading comprehension:

Reading is an important skill for several reasons. Reading helps people learn from human knowledge, culture and experience. According to Sadiku (2015) reading is fun-way to knowledge hunt, It is true indeed- reading brings wisdom. In addition, reading is a great activity that people doing and enjoy (reading a novel, story or pome).

Reading also stimulates brain cell development and mental health. Researchers from the Mayo Clinic "in the US studied the daily habits of 200 people from 70 to 89 years with mild memory disorders, during different life stages. They found that middle-aged readers who devoted time to reading and other creative pursuits, such as handicrafts, faced 40% less risk of experiencing further memory impairment or Alzheimer's. In short, reading is the best way to enable humans to grasp a new experience and replace old view. Reading is the bath to increase your knowledge, get more information, and improve mental health.

2.4.2- The importance of Reading and Reading comprehension for EFL:

In many cases of second or foreign language teaching, reading comprehension receives a special focus for several reasons. According to Anderson (1999) says, " Reading is an essential skill for English as second/foreign language (ESL/EFL) students and for many, reading is the necessary skill to master" (p.1). Reading enhance students to be able to communicate effectively with other people through writing (Fatimah, 2016).

Reading comprehension relates to the academic achievement of foreign language learners and other language factors for foreign/second language learners (Grabe, 2009).

From the statements above, reading comprehension skill contribute in develops other language skills such as, writing skill, academic success and communicate effectively with other. In short, it develops thinking skills, enriches knowledge, enhances language proficiency.

2.4.3 -Reading comprehension skills:

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills (Harmer, 2007).

The researcher concerned is reading comprehension sub skills which included: finding the main idea and supporting details, making inference, present vocabulary, determining the meaning of words and distinguish between fact and opinion.

1- Finding the main idea and supporting details:

NSW Center (2012) stated that being able to determine the main idea helps readers to recall important information. Locating the main idea and significant details helps the reader understand the points the writer is attempting to express. Identifying the relationship between the main idea and

significant details will improve comprehension. In addition, Darat (2012) stated that to find the main idea of the paragraph, the reader must find the common element in which the sentences share. Some textbook writers put the main idea at the beginning of the paragraph, and can actually put the paragraph theme in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs, the main idea is not mentioned directly but it is implicit from the statements above find the main ideas can easy for the readers because some textbook writers put the main idea at the beginning of the paragraph, and can actually put the paragraph theme in bold print in order to emphasize it. In contrast, in some textbook writer's don't mentioned the main idea directly. It is implicit.

2- Making inference:

"Inference is skill where the reader has to be able to read between line to draw logical and make accurate prediction" (Fatimah, 2016). Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004).

From the statement above, inference requires a highly level of thinking so students or readers use their prior Knowledge and what you learn to make a logical prediction or to figure out what is not directly mentioned.

3- Distinguish between fact and opinion:

Fact' refers to a state of affairs or an aspect of reality, not to a class of beliefs. By contrast, opinions are types of beliefs and judgments (Heindel, 2016). So, facts are information that can be proved but opinion a view or a person's thought about something.

2.5-The previous studies are divided into two axes:

2.5.1-PQ4R strategy:

Al-Qawabeh and Aljazi (2018) sought out to find the effectiveness of using (PQ4R) strategy in teaching reading comprehension in Arabic Subject on 9th grade students' achievement in Jordan. The researchers' methodology was quasi-experimental approach; based on experimental and control groups. The whole sample consisted of 104 mixed students (male and female) from different schools. The tools of study consisted of an achievement test divided into two parts. The first part of (28) items were objective form (multiple-choice and complete the gap), the second part consisted of short essay questions. The study used the following statistics: arithmetical means, standard deviations, t-test method two-way analysis of variance and Eta Square (η^2). The results indicated that there are statistically significant differences in favour of the experimental group which used (PQ4R).

Obaidi (2018) investigated the effect of the Thomas & Robinson (PQ4R) strategy on acquiring the physical concepts and self-efficacy level of 11th graders. The study sample consisted of (40) students who

were selected from the 11th grade in al zarnoji comprehensive school for boys in Irbid. They were randomly distributed into two groups, the control group consisted of (20) students who taught but the trditional methods, the experimental group consisted of (20) students who taught by PQ4R strategy. In order to provide answers to the study questions, the researcher used the test to acquire physical concepts and develop a self-efficacy scale in learning physics. After analyzing the results by the statistical method (SPSS) the findings were: There were statistical significant differences at the level of statistical significance in the averages on the acquisition of physical concepts test and the averages on the level of self-efficacy measure attributed to the group, in favor of the experimental group.

Al shamali (2017) conducted a study to investigate the effect of using the PQ4R strategy in developing reading comprehension skills and reflective thinking among the 5th grade students in south hebron directorate. The methodology of the study was quasi-experimental approach and design. The study sample consisted of (139) male and female students who were selected randomly. The researcher used two instruments; a reading comprehension test and reflective thinking test. The study used the following statistics: analysed using (SPSS), test-retest, person correlation and (ANCOVA). The results of study showed that the use of PQ4R strategy showed development of reading comprehension and reflective thinking among 5th graders in favors of the experimental group.

Shoaib et al (2016) conducted a study that aimed to investigate the effect of PQ4R strategy on slow learners' level of attention in English subject at secondary level in Pakistan. The sample consisted of 20 slow learners who were selected from 9th grade students. An observation sheet was used to observe the sampled students' level of attention during the experiment. Descriptive statics and chi-square were used for date analysis and date also shown in graphical form. The result showed that PQ4R strategy proved to be effective in increasing slow learners of attention.

2.5.2- Reading comprehension:

Alomari (2019) aimed to investigate the effects of electronic mind mapping on the development of Arabic language reading comprehension among the fourth grade students in Jordan. This study used a quasi- experimental research design with pre-test and post-test control groups. The study sample consisted of 65 students, 34 students in the control group and 31 in the experimental group. The experimental group was taught using electronic mind mapping, while the control group was given traditional classroom instruction. The results reveal a statistically significant difference between the two groups, in favor of the experimental group attributed to using electronic mind mapping.

Khadrag (2016) examined the effect of Flipped Classroom Model of Instruction (FCMI) on the reading comprehension of ninth grade Emirate female students at the Qutoba public school in Dubai. The researcher adopted a quasi-experimental approach. The sampled consisted of 55 students who were put into two groups: experimental and control groups. The main instruments of this study were a pre and

post- tests, and a diagnostic test, which were administered to all subjects in both groups. The result of the study showed a significant positive effect of the FCMI teaching method on teaching ESL reading skills.

Bakheet (2016) This study aimed at investigating the impact of using a website on 10th graders' English vocabulary, retention and reading skills. To achieve the study objectives, the researcher adopted the experimental approach on a purposive sample of (84) tenth graders from Osama Bin Zaid Secondary School for Boys in Gaza who were randomly assigned to equal control and experimental group. The instruments to gather data consisted of: a checklist for teachers to determine the most important five reading comprehension skills, a reading comprehension and vocabulary pre, post and retention test. The Website was used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the scholastic year 2015-2016. The results that there were statistically significant differences at ($\alpha \leq 0.05$) between the scores of the control group and those of the experimental one on the reading comprehension posttest and the vocabulary of the study revealed that using the Website was effective in developing reading comprehension, vocabulary and its retention as they showed post and retention test in favor of the experimental group.

Keshta (2016) investigated the impact of using jigsaw strategy on improving reading comprehension and communication skills among 11th grade students in Rafah. She adopted a quasi-experimental approach and employed a sample of 76 EFL female learners studying at Al –Quds secondary school in Rafah. Three tools were used: a questionnaire, an achievement test, and an observation card. The study showed that there were significant differences in learning English reading comprehension and communication skills in favour of the experimental group due to using the Jigsaw strategy.
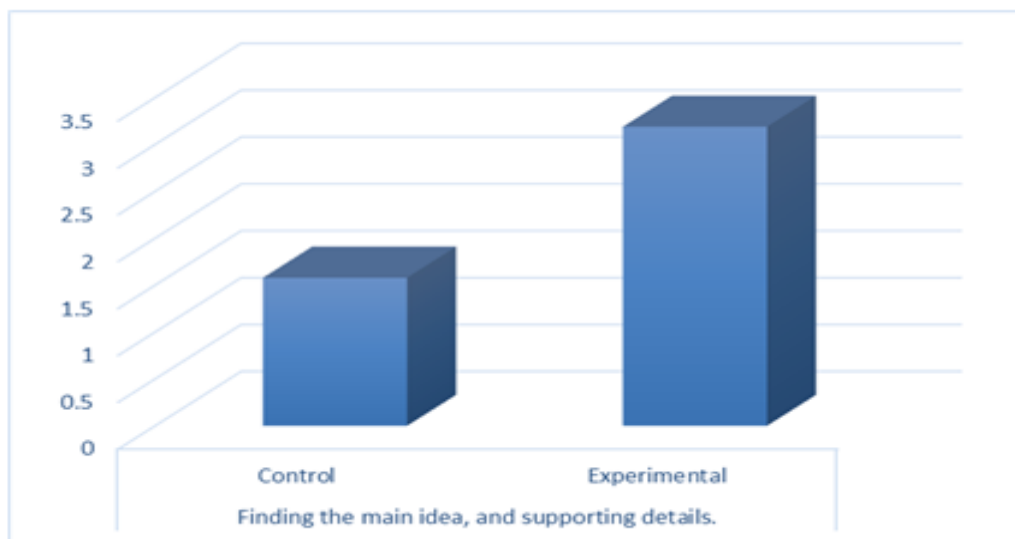
Rusults of the study:

- Hypothisis (1) Thers is no statistical differences at $\alpha \leq 0.05$ in means between groups in skill Finding the main idea, and supporting details. To answer first hypothisis mend and SD was calculated, t independent sapmle was used and table (2) show the result.

Table (2) t test result for post-test

Skill	Group	N	Mean	Std. Deviation	t.value	df	sig	Effect Size
Finding the main idea, and supporting details.	Control	24	1.58	0.50	11.43	48	0.00	3.25
	Experimental	26	3.19	0.49				

From table (2) show statistical sig differences between means for group (control- Experimental) (t= 11.43) and its sig at $\alpha \leq 0.05$ and it was for Experimental group (M= 3.19) and (SD= 0.49).and effect size is very big (3.25) And graph (1) show that

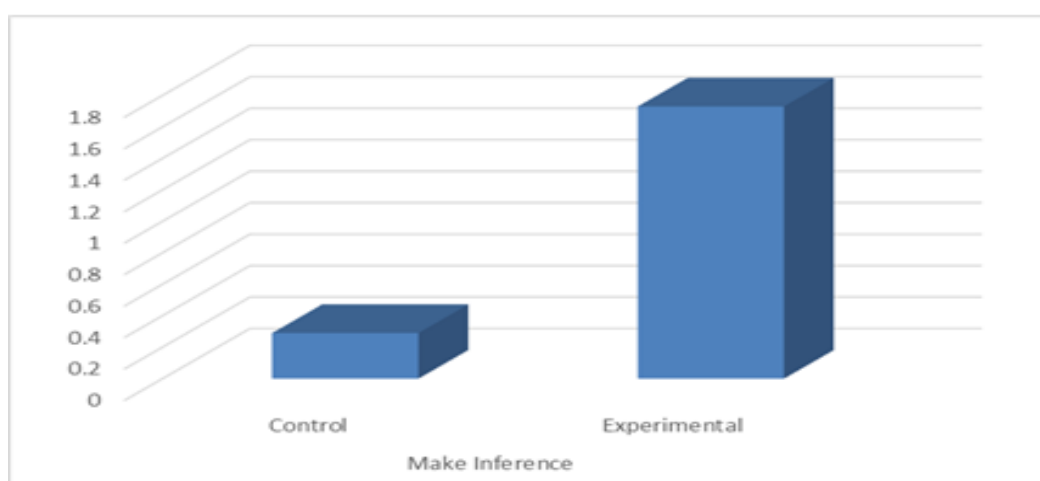Finding the main idea, and supporting details.

- Hypothisis (2) Thers is no statistical differences at α≤ 0.05 in means between groups in skill Make Inference. To answer fourth hypothisis mend and SD was calculated, t independent sapmle was used and table (3) show the result.

Table (3) t test result for post-test

Skill	Group	N	Mean	Std. Deviation	t.value	df	sig	Effect Size
Make Inference	Control	24	0.29	0.46	11.10	48	0.00	3.16
	Experimental	26	1.73	0.45				

From table (3) show statistical sig differences between means for group (control- Experimental) (t= 11.10) and its sig at α≤0.05 and it was for Experimental group (M= 1.73) and (SD= 0.45). And graph (2) show that


Make Inference

- Hypothisis (3) Thers is no statistical differences at α≤ 0.05 in means between groups in skill Distinguish between fact and opinion. To answer fifth hypothisis mend and SD was calculated, t independent sapmle was used and table (4) show the result.

Table (4) t test result for post-test

Skill	Group	N	Mean	Std. Deviation	t.value	df	sig	Effect Size
Distinguish between fact and opinion	Control	24	1.38	0.55	12.73	48	0.00	3.58
	Experimental	26	3.46	0.58				

From table (4) show statistical sig differences between means for group (control- Experimental) (t= 12.73) and its sig at α≤0.05 and it was for Experimental group (M= 3.46) and (SD= 0.59). and effect size is very big (3.58) And graph (3) show that

Distinguish between fact and opinion
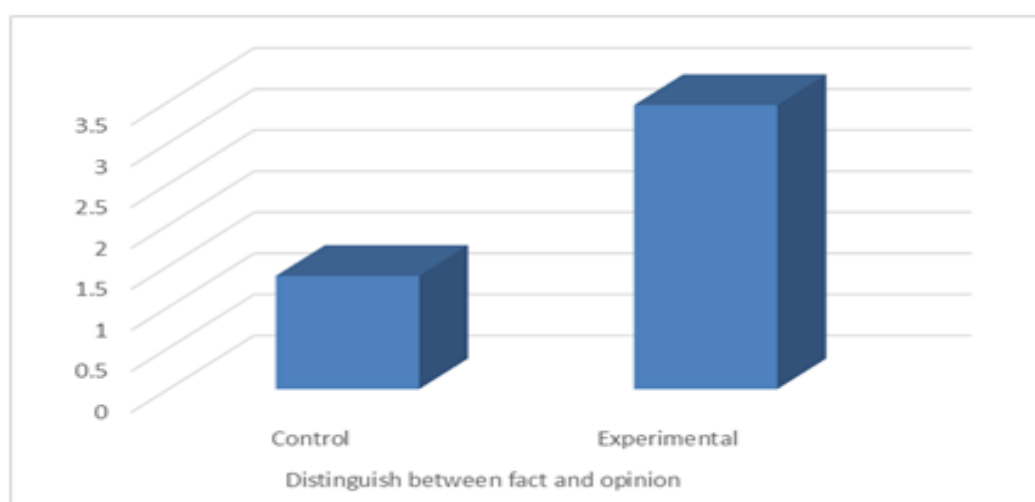
Conclusion of the study:

This study provided evidence about the effectiveness of PQ4R strategy and its contribution on the development of reading comprehension skills among intermediate school students.

Recommendations of the study:

The following recommendations were made based on the findings of this study:

For EFL teachers, it is recommended that they:

- Move from the traditional method of teaching reading skills into modern techniques and effective strategies such as PQ4R strategy.

For EFL Supervisors, it is recommended that they:

- Aid teachers in enriching the curricula to increase the reading experiences in the lessons.

- Conduct training courses that help teachers to enhance their abilities in the implementation of PQ4R strategy in their classes.

- Language teachers, university professor, staff developers, and trainers and researchers can find solutions to the difficulties faced by teachers and preventing them from diversifying teaching PQ4Rstrategy and avoid traditional teaching.

- Conducting more studies about PQ4R strategies and its importance and effect at all stages of educations that included, universities, college and language institutes.

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